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## ACCESSIBILITY PLAN & ACCESS AUDIT

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Approved by the Local Governing Body

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Responsible Officer: Mrs L Oyston  
Head Teacher

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# Eggescliffe School and Sixth Form Accessibility Plan

## Statement of Intent

Eggescliffe School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## Roles and responsibilities

The governing board will be responsible for:

- Monitoring and Approving the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

## **Accessibility Plan**

This Accessibility Plan has been drawn up in consultation with the Headteacher, Vision Academy Learning Trust board, students, parents and staff and covers the period from September 2021 – September 2024.

There will be extensive on-going Refurbishment and new building works in the coming years. In the summer of 2021 a partial rebuild / redevelopment plan began which is scheduled to be completed during 2024. School and site Accessibility is being reviewed as part of the planning process.

Accessibility will be reviewed as part of the planning process for all future works and this plan updated as required.

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Vision Academy Learning Trust plans, over time, to increase the accessibility provision for all students, staff and visitors to all our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:

- Improve access to the **physical environment** of the Academy, adding specialist facilities as necessary and to enable students to take advantage of the facilities and education offer. Clear risk assessments of the site occur regularly in support for access for students with disabilities.
- Increase and ensure equal access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist technology **aids and equipment**, which may assist disabled students in accessing the curriculum.
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. This will include parentmail, e mail, website access, handouts, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.

The plans will be reviewed and adjusted as necessary, but no less than on a bi-annual basis. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

### **Equal Opportunities**

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

### **Admissions**

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils. The school will strive to not put any pupil at a

substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of EHCP pupils, and pupils with SEND, will be involved in transition meetings prior to the pupil starting school in order to discuss the pupil's specific needs.

We recognise that there is a need for ongoing awareness raising and training for staff and trustees in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the relevant sections of the following documents:

- Equality Policy
- Child Protection and Safeguarding Policies
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Exclusion Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Improvement Plan
- Data Protection Policy

The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken by the Academy Estates Manager. It may not be feasible to undertake all of the works during the life of each Accessibility Plan. The current Access Audit will be reviewed towards the end of each two-year plan period, to inform the development of the new Plan.

### **Physical Environment**

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired. Similar support is provided for students who may require adjustments due to Hearing impairments/medical conditions.

Students who need access to ground floor rooms in multi-storey building are given this access.

School has access to EVAC chairs placed in the required locations.

## **Curriculum**

As curriculum policies are reviewed, a section relating to access will be added. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities. The school aims to provide a curriculum to enable all pupils to feel secure and make progress.

Senior leaders for teaching and learning, subject leaders and the SENCO will work together to adapt a pupil's support plan/profile, with advice sought from parents/carers, students and outside agencies where appropriate, to allow all pupils to reach their full potential.

All students access the National Curriculum which is broad, balanced and ambitious for all.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil profiles', support plans

Specialist resources are available for pupils with visual impairments, such a large print reading books, access to software and technologies.

Students requiring exam access arrangements are provided with the required adjustments.

Teaching assistants are deployed to implement specific support for key students across the curriculum and will support the offer of additional literacy, numeracy and other specific support/therapy programmes as required.

The Academy Brochure will refer to the Accessibility Plan.

The Academy will work in partnership with all stakeholders in developing and implementing this plan.

The plan will be monitored by Ofsted as part of their inspection cycles